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ENW 210 Introduction to Creative Writing

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Introduction to Creative Writing- ENW 210- 03W (58023)
Monday and Wednesdays 12:30- 1:45 PM (CA-Room 313)
Fall 2017



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Required Text & Materials

- + Course Blog
- + Various excerpts distributed through Blackboard

All reading materials will be available on our blackboard page. For copyright reasons, I'm unable to post pdfs of our readings on our course page, so it is your responsibility to sign into blackboard and print out readings before class. You may also use your smart device to access readings in class; however, I always recommend using a paper copy. For more information on why, check out this article:

<https://www.wired.com/2014/05/reading-on-screen-versus-paper/>

Course Objectives

This course will explore the various elements of craft employed in the genres of poetry, fiction, and dramatic writing. Through lectures, discussion of readings, as well as in-class exercises and written responses, students will begin to learn how to incorporate elements of craft in their own creative writing. Students will also understand the specific differences between each genre of creative writing. By the end of this course, students will have a soundcloud account with **five** podcast episodes that will critique literature and present original pieces. Students will also gain understanding of what development of a draft and revision entails.

Classroom Etiquette: This is a creative writing class. There will be differences in opinion and style, so while it is important to have your voice heard, it is also important to remember that this is a safe environment. No one, at any time, should feel disrespected. We're here because we want to learn about all things creative writing. Let's not forget that.

Let's face it, you're in this class because you either heard it would be super easy, you love writing, and/or it fulfills your scheduling needs. I totally get it, but I've also got something on the line—my reputation! I want to continue to be known as an English instructor who has an orderly classroom that creates a safe space for learning and investigation. For that reason, please read below carefully for what I expect you WILL do and what I am asking that you NOT do:

DO THIS:

Stay Connected to our Course Blog and Blackboard page: EVERYTHING about this course is open access! There's no textbook, no paywall, nothing. That being said, in order to stay up to date with assignments, readings, and lecture notes, you'll need to **check our blackboard and course page weekly**

Find tutorials and general information about Blackboard here:

<http://www.lehman.edu/online-education/students/blackboard-help-documents.php>.

Show up: You must attend class! You wouldn't miss three months of work and expect praise from your boss and a bonus, would you? Then please don't miss weeks of class and expect a passing grade! **Specifically, if you miss more than three classes, your grade drops by 5 points.**

Stay awake and be prepared: This is a post-lunchtime class, but that doesn't mean you should come in expecting to snooze. Come to class with questions to ask, readings to discuss, and a nap corner prepared for a brief snooze *after class is finished!*

Visit tutoring centers: My favorite part of college was the tutoring centers! It's free support, why not utilize it! There are two tutoring centers on campus: ACE and SCL. Both offer drop-in and by appointment tutoring services. ACE offers writing workshops, feedback tutoring sessions, and should be utilized as often as possible (whether you are a writer with many or few strengths)!

DON'T DO THIS:

Ignore me because you're in the middle of a heavy conversation on WhatsApp: Think about it. If you wanted to stay on

your phone all day, you wouldn't have made the decision to come to college. Please stay offline when in class. If you're worried your friends/family will be offended, I've drafted a really great "away message" you can send them five minutes before class starts. Here it is:

"Dear X, Your text is so important to me, and I can't wait to respond to it when I'm done with class. The class I'm in is in a basement, so I won't have any signal. In fact, there's a strange thing that happens to my phone when people text when I'm in this room—the conversation deletes itself! So don't text until I say it's okay to do so. Yours, YOUR NAME"

If you feel this message isn't authentic enough, let me know, I've got tons of other messages you can send to friends and family.

In case that wasn't clear enough—if you're on your phone/smart device—it counts as an absence. If you have a personal matter at home that requires you to use your phone, let me know before class.

Plagiarize Work: As you develop as a writer and a critical thinker, you will be asked to read a variety of different essays both personal and critical. You are allowed to incorporate text from these works and works you find through research; however, you must acknowledge their work through proper citation. Plagiarism is using someone else's ideas as your own without giving credit. Plagiarism is not tolerated in my class and will result in an automatic failure for the course. If you have any questions regarding what plagiarism is, feel free to speak to me.

KNOW YOUR RIGHTS!

Accommodating Disabilities: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability services. For more information: 718-960-8441.

Title IX: Anyone – of any gender, gender identity, sexual orientation, religious affiliation, citizenship status, race, class or educational level – can suffer from sexual harassment, including sexual violence. The goal of this website is to help you understand what sexual harassment means and let you know that there are people at CUNY and in the community who can help if you or others experience it. We want to make sure you understand your rights as a student, CUNY's policies, and other issues related to sexual harassment, gender harassment and sexual violence. For more information: <http://www1.cuny.edu/sites/title-ix/campus-websites/student-sexual-misconduct-complaints-bill-of-rights/campus/lehman>

Assignments (All assignments are fully explained with a rubric in the "Assignment Breakdown" document on Blackboard)	Due date	Point Value (Out of 100)
Participation in the classroom, participation on our blog, in-class writings, in-class exercises, and quizzes: This is a class that desperately needs your participation! Whether it is through discussion of readings or creative exercises, the more you participate, the better your overall grade! Here's a quick checklist to ensure you'll get a perfect score here: <ul style="list-style-type: none">• Did I come to each class prepared to talk about the assigned readings?• Did I actually share my ideas and/or questions about the assigned readings?• If I couldn't share my ideas and/or questions, did I post a comment on our course page under the appropriate post?• Did I do well on all quizzes?• Did I submit in-class exercises when directed?• Did I post in-class exercises on our blog when directed?		30 pts
The Podcast: You are going to produce and record original content for a podcast series with a partner or two (No more than four in a group). You won't get it perfect the first time, and that is okay! You also might hate every minute of this process, and that is also okay! The goal of this assignment is to get you thinking about the way creative writing functions in a digital world.	10/11;	40 points

Episode #1: Due on soundcloud by 10/11- 4 points; Episode #2: Due on soundcloud by 11/6- 12 points; Episode #3: Due on soundcloud by 11/22- 12 points; Episode #4: Due on soundcloud by 12/18- 12points IF NECESSARY: Episode #5 (will be due by 12/20)	11/6; 11/22; 12/18	
The Poetry Collection: After discussing protest poetry, odes, and diss tracks, you'll be expected to craft a collection of five poems . Additionally, you'll craft a 100 word "Author's note" in which you describe what your collection has achieved.	10/2 by 11:59 pm	10 pts
The Short Story: You will compose an 8 to 10 page short story. This can't just be any story though. Review assignment breakdown for further instructions.	10/30 by 11:59 pm	10 pts
The 10-minute play: You will compose a 10-minute play for staging. Review assignment breakdown for further instructions.	12/6 by 11:59 pm	10 pts

Grade Breakdown

94-100/90-93	A/A-
87-89/84-86/80-84	B+/B/B-
75-79/73-75/70-72	C+/C/C-
67-69/65-67	D+/D
<65	F

	Date	In-class	Homework
<input type="checkbox"/>	M 8/28	Review syllabus; what is a close reading; what is creative writing; in-class reading of "Bullet in the Brain"	<p>Listen to an episode of a podcast linked on my soundcloud OR in the podcast folder on blackboard.</p> <p><i>Come to class prepared to share your "ideal" podcast series and what you want in a co-host(s)</i></p>
<input type="checkbox"/>	W 8/30	Discuss podcasts; Wanted posters; review resources for podcast	<p>Read "Ode on a Grecian Urn," "Ode to Wine," and "Ode to the Crossfader," linked on our course blog. You can also find these odes on our blackboard page.</p>

□	W 9/6	Close reading of odes; steps to writing our own ode	Reread Poetry section of our blog as well as notes on writing an ODE
□	M 9/11	The Image; in-class quiz #1: Write an Ode; in-class exercise- Write about a color	Read Boy Breaking Glass by Brooks & Rosa Parks by Giovanni & Ghazal, After Ferguson by Komunyakaa & For the Consideration of Poets by Madhubuti & If We Must Die by McKay
□	W 9/13	The Image continued & protest poetry	Read Vivas to those who have failed by Espada There is a street named after MLK in every city by Willis-Abdurraqib I Feel most Colored when I am thrown against a sharp white background- an elegy by Parker Jubilate Homo by Ellen Bass Killing Methods by Limon Border Patrol Agent by Corral
□	M 9/18	Quiz #2 on poems; more on protest poetry; more on sound and image	Read Diss Track packet + "The Art of War"
□	M 9/25	What is a diss track?; the metaphor and simile; steps to writing an effective diss track	<i>You have each been given a person, using what we've learned about diss tracks and what you research/know about your person, compose a diss track for your assigned person.</i>
□	W 9/27	Diss track exercise	Remember Poetry Collection due next class by 11:59 pm!
□	M 10/2	<i>Leftovers of poetry</i>	Read Point of View handout and Pura Principle and Drown
□	W 10/4	Quiz #3 on point of view; close reading of Diaz; point of view discussion	Read "The Man on the Stairs" by July Podcast #1 due 10/11 by 11:59 pm!
□	W 10/11	Character and Voice; Close reading of July	Read "Bettering Myself," "Safari," and "Drinking Coffee Elsewhere"

<input type="checkbox"/>	M 10/16	Quiz #4 on readings; story and plot	Read "Tiny Smiling Daddy" and "Italy"
<input type="checkbox"/>	W 10/18	Scene vs. summary; backstory vs. flashback; close reading of "Tiny" and "Italy"	Read "What you Left in the Ditch" by Bender
<input type="checkbox"/>	M 10/23	Setting and Bender	Read "100% Perfect Girl" and "The Arrangement"
<input type="checkbox"/>	W 10/25	In-class writing + discussion of assigned readings	Read "The Cartographers" & Short Story due on 10/30 by 11:59 pm.
<input type="checkbox"/>	M 10/30	The Hero's Journey	<i>Review notes on the Hero's journey & watch Ted Talks</i>
<input type="checkbox"/>	W 11/1	Quiz #5: Create an outline of a story using the hero's journey model; in-class exercise	Read "Book of Martha" Podcast #2 due 11/6 by 11:59 pm!
<input type="checkbox"/>	M 11/6	Close reading of "Book of Martha;" in-class group exercise	Read part 1 of "Rice Boy"
<input type="checkbox"/>	W 11/8	Plays- what are they and how are they different?	Read Part 2 of "Rice Boy"
<input type="checkbox"/>	M 11/13	Quiz #6- on "Rice Boy;" Subtext and Text	Read "Train Stop" and "Before or After"
<input type="checkbox"/>	W 11/15	Dialogue	Read "The Incredible Egg" and "Objectum Sexuality" and "Occupy Hallmark"
<input type="checkbox"/>	M 11/20	Props + Dramatic Irony	Read "Broken" and "God in the Goat" Podcast #3 due 11/22 by 11:59 pm!
<input type="checkbox"/>	W 11/22	In-class exercise	Read/Watch what we decide to discuss on Monday
<input type="checkbox"/>	M	FLEX	

	11/27	PERIOD- YOU DECIDE!	
□	W 11/29	Workshop etiquette and revisions	Read drafts of creative works. <i>Email a draft of your own revised piece peer by Friday!</i>
□	M 12/4	Workshopping	Read peer's piece and <i>come to class with "workshop note" handout completed. 10 minute play due 12/6 by 11:59 pm.</i>
□	W 12/6	Workshopping with Peers	<i>Write a letter of thanks and understanding to your peer. Email this letter to your peer & instructor before next class.</i>
□	M 12/11	Extra credit opportunities; In-class exercises	FINAL Podcast episode due 12/18 by 11:59 pm.